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ABSTRACT

During the 1994-95 school year, the Community School Districts (CSDs) of the New York City school system submitted plans for multicultural education to the New York City Board of Education through its Office of Multicultural Education. The Board's Office of Educational Research surveyed the CSDs about the success of the programs. Participants were asked to list no more than three of the programs' most important goals and to rate the extent to which they were able to implement them. They also were asked to indicate obstacles and needs to enable them to meet the district's future plans more successfully. The majority of the 27 respondents from CSDs noted that the goals were attained to a favorable degree, rating the ability to implement program goals at an average of 5.9 on a scale with 7 signifying "very well." Participants cited funding delays, lack of administrative support, limited availability of qualified personnel, and limited materials available as obstacles. Participants wanted more timely access to funds, additional training, technical assistance, and other sources of support to enhance their programs in the future. A survey was also completed by 50 participants in the "Unity in the Midst of Diversity" workshops. Participants thought that the workshops had been generally successful in their implementation and promotion of multicultural awareness. The surveys are attached. (Contains one table.) (SLD)

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The analysis of the data and the summary reports on the findings were the work of Lena Akian, OER's College Intern from the University of California, Santa Barbara. Thanks are also due to Dr. Barbara Young for her assistance with some of the data analyses.

Additional copies of this report can be obtained by writing to:

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# 1994-95 SURVEY OF CSD MULTICULTURAL PROGRAM IMPLEMENTATION
# DATA SUMMARY

## 1994-95 SURVEY OF CSD MULTICULTURAL PROGRAM IMPLEMENTATION DATA SUMMARY

During the 1994-95 year, the Community School Districts (CSDs) submitted multicultural plans to the Office of Multicultural Education. The Office of Educational Research surveyed the CSDs about the success of these programs. Participants were asked to list no more than three of the programs' most important goals and to rate the extent to which they were able to implement them. They were also asked to check any obstacles and needs which, if met, could enable them to implement the district's future plans more successfully. Several of the survey respondents' returns were accompanied by substantial material concerning district curriculum development or programs and summaries of staff development. The following is a summary of the 27 surveys received.

The majority of the District respondents noted that the goals were attained to a favorable degree. The ability to implement the program goals received a positive rating from these respondents (5.9 on a 7-point Likert scale, where 7 signified "very well").

The participants were asked to check from a list of obstacles, those which they felt inhibited implementation of their districts' plans. These obstacles included funding delays,

lack of administrative support, limited availability of qualified personnel, and limited availability of appropriate materials. Funding delays was recognized as the biggest obstacle (58.3 percent of the 24 elementary and middle school districts and all three high school districts checked this item).

The participants were also asked to check from a list all those needs they felt would more successfully implement their districts' plans in the future. Items checked included more timely access to funds, additional training, technical assistance, redefining or operationalizing some goals differently, additional funds, specific funding to pay for a multicultural coordinator, and continuation of grants in the future. Of these, more timely access to funds was regarded as the greatest need (79.2 percent of the 24 elementary and middle school districts and all three high school districts checked this item).

Overall, the district respondents rated their programs' goals as generally successful. Funding delays was recognized as the major obstacle. Accordingly, implementation of more timely access to funds was regarded as the greatest need.

NEW YORK CITY BOARD OF EDUCATION
Office of Educational Research
110 Livingston Street, Room 734
Brooklyn, N.Y., 10021

# DISTRICT-WIDE MULTICULTURAL PROGRAM SURVEY

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When program plans are operationalized, reality often dictates that some goals be modified or abandoned and others substituted. In responding to this questionnaire, please feel free to describe your goals as they are currently being implemented, even though this may be a change from the way they were originally stated. In answering the questions on this survey, we will ask you to address what you consider your three most important or most implementable goals . Please attach any materials documenting your district's progress this year. If you have any questions please call Dr. Henry Solomon at OER (718-935-3782). Please return this survey as soon as possible, but no later than June 26, 1995. Thanks for your assistance.

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CSD or HIGH SCHOOL District:_____ |_|_||_|

Name/title of person completing the form:_____

DISTRICT MULTICULTURAL PROGRAM GOALS: Please list, or briefly state the district's multicultural program goals (as modified) that were outlined in your proposal for 1994-95 ( Please list no more than THREE.):

1.

2

3.

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**DOCUMENTATION NOTE: e.g., If your goals concerned curriculum development, please attach a copy of material that was developed; If staff development, please attach programs and summaries of any evaluations of the activities, etc.**

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**In general, what obstacles did you encounter in implementing your district programs? (Please feel free to explain any of your choices.)**

**Check All That Apply**

Funding delays |__|

Lack of administrative support |__|

Limited availability of appropriate materials |__|

Limited availability of qualified personnel |__|

Other (please describe): |_||_|

**(over please)**

**TO WHAT EXTENT HAVE YOU BEEN ABLE TO IMPLEMENT THE MULTICULTURAL PROGRAMS AS OUTLINED IN YOUR DISTRICT PLANS?**

Please list the main goals you noted above (no more than THREE) and rate the extent to which you have been able to implement them as outlined in your plan. (Please use the 7-point rating scale below.) Feel free to elaborate on any innovative, or especially effective practices that were helpful in moving toward each goal.

not at all 1/ 2/ 3/ 4/ 5/ 6/ 7/ very well

| Goals: (describe briefly) | Rating of implementation |
|---|---|
| Goal 1: | 1 \|__\| |
| Goal 2: | 2 \|__\| |
| Goal 3: | 3 \|__\| |

**WHAT WOULD YOU NEED TO MORE SUCCESSFULLY IMPLEMENT YOUR DISTRICT'S PLANS?** (Please feel free to explain any of your choices if necessary.)

**Check All That Apply**

- Additional training \|__\|
- Redefine or operationalize some goals differently \|__\|
- Technical assistance \|__\|
- More timely access to funds \|__\|

Other (please specify) \|__\|

PLEASE FEEL FREE TO ADD ANY COMMENTS OR ELABORATE ON ANY OTHER PARTICULAR STRENGTHS OF YOUR PROGRAM:

THANK YOU AGAIN FOR YOUR ASSISTANCE WITH THIS EVALUATION

## DISTRICT MULTICULTURAL PROGRAM SURVEY

### District's Ability to Implement their Program Goals*

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 2 | 1. Foster appreciation of the world's cultures by students and staff through intensive staff development workshops in Making Connections and Resolving Conflict Creatively. | 6 | |
| | 2. Provide a visiting model at one school for district-wide/city-wide administrators and teachers to observe Making Connections program in action. | 7 | |
| | 3. Conduct demonstrations in schools to "showcase" Making Connections strategies. | 7 | |
| 4 | 1. Cross-cultural interdisciplinary cooperative learning CICL. | 5 | |
| | 2. Learning through an Expanded Arts Program (LEAP) In-School Professional Development | 5 | |
| | 3. Learning through an Expanded Arts Program (LEAP) Parent Involvement | 5 | |
| 5 | 1. To develop an appreciation of the heritage of students' and staff's own ethnic, cultural, racial, and linguistic groups. | 6 | a.CICL Collaborative combined new curriculum writers and turn-key trainers to share the process at their schools<br>b.Workshops on the CICL Collaborative |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 9 | 1. Professional Development - Teacher/Parent | 7 | A child care component allowed teachers and parents to have their children learn cultural subjects while they attended our program |
| | 2. Curriculum Development - Teacher/Parent | 7 | Ready to publish 6 cultural guides |
| | 3. Development of Cultural Resource Center. | 7 | Collected many items that enhance our ability to understand and empathize with other cultural communities |
| 10 | 1. Provide professional development to administrators, teachers, parents, and paraprofessionals that supports and infuses multiculturalism within the curriculum | 4 | |
| | 2. Support and foster attitudes about gender, race, ethnicity, and different physical abilities. | 4 | |
| | 3. Develop a curriculum that promotes understanding and intellectual competence. | 4 | |
| 11 | 1. Promote multicultural awareness and sensitivity through staff development and professional training. | 5 | |
| | 2. Provide books and materials so that staff and students can develop an appreciation of the contributions diverse ethnic and racial groups have made to the United States. | 4 | |
| | 3. Encourage the use of different teaching strategies to meet the diverse learning styles of students. | 3 | |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 12 | 1. Foster in students and staff intergroup understanding and appreciation of diverse groups represented in the NYC Public Schools and the general population. | 4 | Not able to design an effective program because follow-through and assessment were not part of implementer's job description |
| | 2. Provide professional development for teachers, parents and supervisors in eight schools. | 6 | Those who participated in the program were not school liaisons, they were teachers with a personal interest |
| | 3. Provide district-wide curriculum training for teachers and paraprofessionals using the multicultural curriculum guide "Embracing Multiculturism Through Literature". | 6 | Provided training in a number of schools |
| 13 | 1. Workshops for teachers and paraprofessionals on using a thematic approach to incorporate multicultural perspectives into the curriculum. | 6 | |
| | 2. Lecture/slide presentation about historic lower Manhattan as it relates to the life of African people in NYC in the 1600's and 1700's. | 7 | (District provided a bus to take participants to lower Manhattan) |
| | 3. Workshop on developing school-wide, class, and individual multicultural projects. | 5 | |
| 14 | 1. Promote and make students aware of intergroup relationships. | 7 | Provided multicultural materials |
| | 2. Develop an awareness and appreciation by students and staff of the diverse ethnic, racial, and linguistic groups represented in their community and in the general population. | 7 | Created a multicultural curriculum guide |
| | 3. Develop an appreciation of the cultural and historic contributions of various ethnic, racial and linguistic groups to the U.S. and other societies. | 7 | Staff development |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 15 | 1. Continue to appreciate and understand the heritage of students and staffs' ethnic, racial, cultural, and linguistic groups. | 6 | Staff development on "Making Connections" |
| | 2. Develop a curriculum framework to foster student and staff intergroup understanding and appreciation of diverse groups represented in the NYC Public Schools and in the general population. | 5 | Multicultural Advisory Committee meets bi-monthly to discuss multicultural issues |
| | 3. Enhance in staff human relations skills needed in intergroup relations and conflict resolution skills with special emphasis on conflicts arising from bias and discrimination based on race, color, religion, nationality, gender, age, sexual orientation, and/or challenging conditions. | 6 | Staff development in "Resolving Conflict Creatively" |
| 16 | 1. Expansion of the steel band project. | 5 | |
| | 2. To learn about different cultures and express this through musical collaboration with CASA. | 4 | |
| | 3. To give exposure to the band through performances. | 3 | |
| 18 | 1. Develop in staff human relations skills needed in intergroup relations, such as conflict resolution skills. | 7 | |
| | 2. Special emphasis on conflicts arising from bias and discrimination. | 7 | |
| | 3. Additional emphasis on skills regarding challenging conditions. | 7 | |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 19 | 1. Develop an appreciation and understanding of the heritage of students' and staff's own ethnic, racial, cultural, and linguistic groups. | 6 | Grade 3 teachers from 3 schools will demonstrate that they received training in the development of multicultural themes as measured by lesson plans, completion of surveys, and participation in a multicultural festival |
| | 2. Develop in students and staff the skills needed in intergroup relations, such as conflict resolution skills with a special emphasis on conflict arising from bias and discrimination based on race, color, gender, religion, national origin, age, sexual orientation, and/or disability. | 5 | 70% of participating 7th and 8th grade teachers will receive a survey regarding training on the development of multicultural themes |
| | | 7 | 70% of multicultural liaisons will receive a questionnaire regarding the training they received |
| 20 | 1. Provide staff development for Grade 4 teachers not previously trained on the use of the Making Connections curriculum developed by D20. | 7 | |
| | 2. Provide staff development for Grade 5 teachers not previously trained on the use of the Making Connections curriculum developed by D20. | 7 | |
| | 3. A .2 guidance counselor (an active participant of the multicultural committee) will use past Making Connections projects as a starting point to further student sensitivity to diverse groups, as well as develop leadership and advocacy skills. | 5 | |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 21 | 1. Increase students understanding and appreciation of other cultures and traditions through literary and artistic works. | 7 | Distribution of "Passport to the Eastern Hemisphere" and "An Invitation to Poetry" |
| | 2. Develop in students and staff the skills needed in intergroup relations with a special emphasis on conflicts arising from bias and discrimination. | 6 | Implementation of Project Learn (Lets End All Racism Now) and staff development on conflict resolution |
| | 3. Enhance the self-worth and self-esteem of students. | 7 | Presentation of special events (District Multicultural Expo-Passport, Multilingual Poetry Contest, Youth Leadership Expo) |
| 22 | 1. Provide Making Connections staff development to teachers in grades 1-8. | 6 | |
| | 2. Foster positive social behaviors and attitudes by having teachers implement the program in their classrooms. | 6 | |
| | 3. Provide parent workshops to foster intergroup understanding and appreciation of diverse cultural groups. | 3 | |
| 24 | 1. Expand the Reaching Out Program to 6 more schools with appropriate staff development and curriculum development. | 7 | |
| | 2. Support and enhance the Reaching Out Program in schools that have already begun participating. | 6 | |
| | 3. Develop a pilot Reaching Out Program for implementation at the intermediate school level. | 7 | |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 25 | 1. Develop an appreciation an appreciation and understanding of the heritage of students' and staff's own ethnic, racial, cultural, and linguistic groups. | 7 | |
| | 2. Foster in students and staff intergroup understanding an appreciation of diverse groups represented in NYC. | 7 | |
| | 3. Develop an understanding of and appreciation for the cultural and historical contributions of a variety of groups to the growth of the United States and world civilizations. | 7 | |
| 27 | 1. Introduce Making Connections into the 4th grade. One teacher from each school will attend a full day of staff development and four after-school workshops on integrating the program into the social studies curriculum. | 5 | |
| | 2. Continue cooperative learning strategies and prejudice reduction skills-initiate district-wide tolerance program. | 5 | |
| | 3. Intermediate and junior high school students will attend workshops on conflict resolution and peer mediation. | 3 | Resolving conflict ongoing in some schools, fragmented in others |
| 28 | 1. Promote understanding and appreciation of varied cultural, ethnic, racial, and linguistic groups. | 7 | |
| | 2. Increase the amount of participation and improve performance in the visual arts by students. Develop and expand a multicultural library and distribute catalogues to all schools. | 7 | |
| | 3. Foster awareness and appreciation of the diversified heritages of the many cultures found within District 28. | 7 | |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 29 | 1. Training turnkey teachers in every school in using a generic approach when using the Multicultural Novel in the classroom. | 6 | |
| | 2. Training to understand cultural diversity and implement its study in the classroom. | 6 | |
| | 3. Edit, publish, and distribute the district handbook "Together in Harmony, A Multicultural Perspective". | 6 | It has been edited, published, and distributed to all attendees and available for all teachers next fall |
| 30 | 1. Develop an appreciation and understanding of the heritage of students' and staff's own ethnic, racial, cultural, and linguistic groups. | 6 | |
| | 2. Develop an understanding and appreciation of the cultural and historical contributions of a variety of groups to the growth of the United States and world civilization. | 5 | |
| | 3. Foster in students and staff intergroup understanding and an appreciation of the diverse ethnic, racial, cultural, and linguistic groups in NYC through their participation in a district Multicultural festival. | 7 | |



* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| 31 | 1. Students will improve self-esteem, awareness, understanding, and respect for diverse cultures. | 5 | Increase in class/ school activities (i.e., trips, thematic study, assembly programs) |
| | 2. Extend staff development to newly assigned and experienced professionals to increase sensitivity toward students from various cultures. | 4 | Although the number of professionals participating in staff development continued to increase, approximately 20-25% still have not received training |
| | 3. Incorporate multicultural initiatives with other district programs. | 6 | The inter-disciplinary nature of the multicultural initiative, with the support of the instructional materials provided to schools has enabled school personnel to expand instructional themes including trips, dramatic presentations, exhibits and greater appreciation of cultural opportunities in the community |
| 89 | 1. The entire school community will increase its knowledge of other cultures. | 6 | |
| | 2. Students and parents will increase their awareness of prejudice and stereotyping in their environment and themselves. | 5 | |
| | 3. Students and parents will increase their ability to effectively handle prejudice and stereotyping to which they are exposed. | 5 | |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

## District's Ability to Implement their Program Goals

| District | Goals | Implementation* | Comments on implementing the goals |
|---|---|---|---|
| BASIS | 1. Provide knowledge about the principals of democracy as expressed through the experiences of diverse groups (with special attention to African-Americans, Hispanics, and Latinos) who came to the United States. | 4 | |
| | 2. Provide schools with multiple resources which can be used across curriculum areas. | 6 | |
| | 3. Educate and sensitize students about cultural differences, while encouraging them to see the ways Americans are alike. | 5 | |
| Brooklyn High Schools | 1. Establishment of Multicultural Resource Center. | 7 | |
| | 2. Outreach to and involvement of parents, students, and faculty. | 7 | |
| | 3. Staff development. | 7 | |
| Alternative High School Programs | 1. Distribution of "Best Practices" and at least two liaisons to the Multicultural Advisory Committee (MAC) at each school. | 5 | |
| | 2. MAC sub-committee will organize a Student and Staff Conference by 5/95. | 6 | |
| | 3. MAC Coordinator and parent liaison will produce two issues of parent multicultural newsletter by 6/95, to be distributed to all school-based PTAs. | 5 | |

* The extent to which the goals were implemented was rated on a 7-point Likert scale where 7 signified "very well".

Other Comments

| | | |
|---|---|---|
| 21 | • | The office of Multicultural Education has been very supportive of all District 21 initiatives. They have provided both funding and technical support whenever they have been called upon. We are extremely grateful for their assistance. |
| 28 | • | We are preparing young people to be successful in a society that is becoming ever more diverse. Our Multicultural Program has grown this year and branched out into all our schools. Our staff development and training for parent will help our program to continue to grow. |
| 29 | • | It took too long to approve consultant and to pay her.<br><br>• Permission to spend money for materials was given in March.<br><br>• Some principals and teachers did not cooperate, partly due to the after-school aspect of the workshops<br><br>• Many strategies were taught - both they and practice.<br><br>• A great deal of planning, creative maneuvering, and interaction of teacher and workshop leaders took place. Teachers loved it. |
| 89 | • | Strengths of program:<br><br>- increased availability of multicultural materials in the library, which enhance the educational program of the school, a school with a diverse student body and faculty<br><br>- the workshops provided by the Anti-Defamation League's World of Difference have been very meaningful to both students and parents.<br><br>- the peer training begun by student leaders has also been an effective tool for developing in other students the ability to recognize prejudice and its impact |

DISTRICT MULTICULTURAL PROGRAM SURVEY

Other comments

| District | Comments |
|---|---|
| 2 | • We have been able to get more and more Middle School level teachers to participate.<br>• Revisions to Making Connections were accomplished. The revised copy will be out in the fall.<br>• Development of teacher portfolios (samples forthcoming). |
| 4 | • The three activities offered (Cross-cultural Interdisciplinary Cooperative Learning Collaborative (CICL), LEAP, and parent workshops) served a wide variety of the district 4 community, students, parents, and educators. Feedback from participants has been useful in evaluating effectiveness of the program and future directions to take. Having opportunities to actually engage the wide range of populations of the district helps to spread the message of an education that is Multicultural. |
| 9 | • I would continue the same program, but I would attempt to reach more schools and shelter. To do this, the Multicultural department must become a department of its own. Our main challenge this year, as it has been in previous years, was our ability to develop the department and get information to all of our District 9 schools. Communication is a very important factor in the success of any program, especially as it regards attendance. It is difficult to create, develop, and implement workshops, activities, ad curriculum writing projects, along with other tasks. When Cultural Education becomes a recognized department and not just another responsibility placed on a district employee, much, much more will be accomplished. This year has been our best ever, and I look forward to next year, which I have every confidence will be better still. |
| 12 | • Consultant approvals take too long.<br>• My main concern is that the position is not defined. This gives the district total control in assigning tasks that have nothing to do with multicultural education. |
| 16 | • The steel band has learned and played a sizable repertoire of selections and performed for in-house ceremonies and other functions. Children have gained prestige and increased self-esteem by becoming a member. More than half are 7th graders and will be with the program next year. |
| 20 | • The district is proud of the Multicultural Making Connections programs. It has proven to be an effective tool in developing an education that is multicultural. The district has invested a considerable sum of its own funds to maintain its commitment t the multicultural program. |

DISTRICT MULTICULTURAL PROGRAM SURVEY

Obstacles encountered in implementing the district programs

| Obstacle* | Percent of Districts (N=24) | Percent of High Schools (N=3) |
|---|---|---|
| Funding Delays | 58.3 | 100.0 |
| Lack of Administrative Support | 25.0 | 0 |
| Limited Availability of Qualified Personnel | 16.7 | 33.3 |
| Limited Availability of Appropriate Materials | 12.5 | 0.0 |
| None | 16.7 | 0.0 |
| Other: | | |

*Multiple responses are possible.

DISTRICT MULTICULTURAL PROGRAM SURVEY

Resources Needed to Successfully Implement the District's Multicultural Program Plans

| Resource* | Percent of Districts (N=24) | Percent of High Schools (N=3) |
|---|---|---|
| More Timely Access to Funds | 79.2 | 100.0 |
| Additional Training | 33.3 | 33.3 |
| Technical Assistance | 33.3 | 0.0 |
| Redefine or Operationalize Some Goals Differently | 25.0 | 0.0 |
| Additional Funds | 12.5 | 0.0 |
| Need specific funding to pay for a Multicultural Coordinator. | 4.2 | 0.0 |
| Continuation of grants in the future. | 4.2 | 0.0 |

*Multiple responses are possible.

1994-95 Unity in the Midst of Diversity Workshop Survey
Survey Data Summary

1994-95 Unity in the Midst of Diversity Workshop Survey
Survey Data Summary

During the 1994-95 school year, four multicultural workshops were conducted by The Office of Multicultural Education. The sessions consisted of various lessons and strategies for exposing elementary, middle, and high school students to a greater knowledge and appreciation of the Japanese, Native, Latino, and African American cultures. The Office of Educational Research (OER) surveyed the training participants about the overall success of the individual workshops, the extent to which they were able to implement the training they received, any obstacles they may have encountered, means of facilitating the implementation, needs for next year, and personal prior experience in district-based training on multicultural issues. The following is a summary of the results from the 50 individuals who responded.

The great majority of the M.C. coordinators, teachers, and others who responded, went to the workshops given for elementary and middle schools.

The overall success of the multicultural workshop series in meeting its goals was rated on a 7-point Likert scale.* Each of the four workshops were given a mean rating of around six indicating that they were all very successful (see table 1).

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*All ratings were made on a 7-point Likert scale where 7 was the most positive rating.

These mean ratings were based on the number of people who responded to each question.

The extent of implementation of the training received was also rated on a seven-point scale; "one" signifying "not at all" and "seven" signifying "to a large extent". The mean implementation ratings for all of the workshops range from 5.2 to 5.7.

For each workshop, participants were asked to rank a list of five obstacles to implementation that they may have encountered, with "one" being the biggest obstacle. The results showed that none of the listed obstacles seemed to stand out significantly from any of the others. Furthermore, although only a small number of people responded (sixteen percent), nine-and-a-half percent of those submitted a ranking for "not enough hands-on practice". This suggests that many felt the need for greater participation in what was being taught during the training workshops.

Other obstacles mentioned by individual participants included: having to attend other educational workshops, being obligated to other mandates and responsibilities, and too much information given during the workshops.

The participants were also asked to rank six means of facilitating implementation of the training they received, with "one" signifying the greatest need. Forty percent of all the participants completed this section of the survey. Of those who did "access to materials" was by far the most often ranked (23

respondents). The results also showed that "access to materials" was the biggest need. The four workshops combined held a mean ranking of 1.5 on this item. "Timely funding, on-site follow-up training, and class coverage" also ranked relatively high. Thus, these too were regarded as very important means of implementing the training.

Some other means of facilitating implementation noted by individual participants across the four multicultural workshops included follow-up training, more time needed for subject area, application, manipulatives and how to obtain them, and more hands-on.

A third section of the survey asked those who attended the Unity in the Midst of Diversity Workshops to specify their needs for next year by commenting under a list of headings. The list consisted of "additional training" (centrally and locally based), "on-site technical assistance", and "resource needs" (see Table 2). Twenty-seven people indicated "centrally-based additional training" as a need, and only thirteen people indicated "on-site technical assistance as a need. Some of the specific needs mentioned were on-line communications, multicultural sensitivity, fund raising, books, and computer software.

Finally, in addition to centrally sponsored training, the participants were asked to mention any forms of district-based multi-cultural training they may have participated in. These are recorded in Table 3.

In conclusion, all four multicultural workshops were generally successful in both their overall success and the extent of implementation. Relatively few individuals commented on obstacles. Although no single obstacle interfered with the implementation of the workshops to a great extent, "not enough hands on practice" was reported most often by those who did comment. Furthermore, "access to materials" was regarded as the biggest need for implementing the training received. It is also important to note that only a small number (16 percent) of all those who responded chose to rank the obstacles, whereas 40 percent completed the section entitled other means of implementation. Thus, it can be concluded that respondents felt generally positive about the workshops although there were a few areas in which they would have liked improvements.

Table 1
UNITY IN THE MIDST OF DIVERSITY
WORKSHOP SURVEY
(N=50)

| | JAPANESE AMERICANS OCT 1994 | NATIVE AMERICANS NOV 1994 | LATIN AMERICANS APR 1995 | ERA OF SEGREGATION FEB 1995 |
|---|---|---|---|---|
| Level | | | | |
| elementary or middle school | 34 | 33 | 26 | 35 |
| high school | 12 | 10 | 11 | 5 |
| OVERALL SUCCESS | 6.3/41[a] | 6/39 | 5.9/31 | 6.4/37 |
| IMPLEMENTATION | 5.3/43 | 5.2/42 | 5.7/36 | 5.4/41 |
| OBSTACLES: [b c] | | | | |
| time since the workshops is too short | 1/9 | 1/7 | 1.2/5 | 1.3/8 |
| not enough information | 1.2/9 | 1.3/6 | 1.2/6 | 1.7/6 |
| not enough hands-on practice | 1.5/13 | 1.3/8 | 1.5/6 | 1.5/11 |
| not enough coop. from district administrator | 1/3 | 1.5/4 | 1/2 | 2.1/7 |
| not enough cooperation/ interest from school staff | 2.1/7 | 2/3 | 1.5/2 | 2/5 |
| WHAT WOULD FACILITATE IMPLEMENT. OF THE TRAINING:[d] | | | | |
| on-site follow-up training/ technical assistance | 1.7/19 | 1.5/20 | 1.9/12 | 1.9/18 |
| access to materials | 1.1/28 | 1.6/19 | 1.6/19 | 1.6/25 |
| timely funding | 1.4/14 | 1.7/13 | 1.6/10 | 2/15 |
| support from district | 2.8/4 | 2.3/6 | 3.3/3 | 3.3/4 |
| support from school admin. | 2.7/11 | 2.4/11 | 2.1/7 | 2.3/8 |
| class coverage | 1.9/14 | 1.9/14 | 1.5/12 | 2/13 |

[a] For all cells with rating format, (a/b): "a" represents the mean rating on a 7-point Likert scale where 7 is the most positive response, and "b" represents the number of people out of the 50 total who responded to that question.

[b] Respondents selected from a list of obstacles provided, and ranked their choice with 1 being the highest ranking.

[c] OTHER OBSTACLES (reported once by individual participants):
-D.O. Staff and School Personnel involved in other ed. workshops (all)
-other mandates and responsibilities (Jap.)
-inability to purchase materials for staff/had to duplicate texts (Jap.)
-too much information/not enough time in workshop (Nat., Era of Seg.)
-time should be set aside for staff to train on this material/need for more materials for staff (Nat.)

[d] OTHER MEANS OF IMPLEMENTATION (reported once by individual participants):
-book had to be purchased because not available at libraries (Jap.)
-additional training (Jap)
-follow-up; more time needed for subject area; application; manipulatives and how to obtain them; more hands-on (all)
-how to manipulate and obtain resource materials (Era of Seg.)

Table 2

The following table lists the various responses indicated for next years needs, in terms of additional training, resources, and technical assistance:[a]

| ADDITIONAL TRAINING (CENTRALLY BASED) | ADDITIONAL TRAINING (LOCALLY BASED) | ON-SITE TECHNICAL ASSISTANCE IN | RESOURCE NEEDS |
|---|---|---|---|
| -on-line communications(2)[b]<br>-specific Interdisciplinary approaches<br>-European communities<br>-staff development<br>-group leadership | -multicult. sensitivity(2)<br>-developing anti-bias curriculum<br>-specific strategies for integrating multicultural perspectives in each area of curriculum<br>-staff-school-parent coop.<br>-staff development<br>-group leadership<br>-follow-up | -fund-raising<br>-filling out grants<br>-implementation in school on-going consultation<br>-district-level staff development<br>-training for administration in cultural sensitivity<br>-goals outcome and assessment | -funds for books, tapes, videos, field trips(4)<br>-multicultural literature selections for children(2)<br>-computer software titles(2)<br>-computer networks<br>-on-line communication hook-up<br>-hands-on materials(2)<br>-resource guides(2)<br>-books for libraries and students<br>-personnel |

[a] The sample was taken from a total of 50 respondents; all of whom made at least one reply. "Centrally based additional training" was responded to the most often (27 people indicated this as a need), and "on-site technical assistance" was responded to the least often (13 people indicated this as a need).

[b] Numbers in parentheses signify the amount of people who mentioned the need. If no number is present, the response was made by a single individual.



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Table 3

In addition to centrally sponsored training on multicultural issues, forms of district based training participated in by those who attended the Unity in the Midst of Diversity Workshops, are indicated in the following table:[a]

| QUIPP/SETRC/SIG/ or other BOE-sponsored training | District workshop/ training | Community-based-organization-sponsored training | College courses in multicultural issues | Other |
|---|---|---|---|---|
| REACH | -lessons in Values Ed. (LVE)<br>-Panel of Americans<br>-Museum of the American-Indian Exhibits<br>-Metropolitan Museum of Art | -Caribbean Cultural Center<br>-Schomburg Center<br>-Africa Burial Ground Foundation<br>-American Baptist Churchs' Multicult. Workshop | -ESL<br>-UFT/in-service<br>-Lace and Multicult. (Fordham Univ.)<br>-Teaching Children Through Culture (Univ. of Minnesota) | -PTA<br>-Office of Prof. Development<br>-multi-cultural counseling<br>-Queens Museum-"Japanese Exp. in the Intern-ment Camps" |

[a] The sample was taken from a total of 50 respondents; some of whom chose not to reply. 39 individuals had additional training in some form of District workshop.

NEW YOUR CITY BOARD OF EDUCATION
Office of Educational Research
110 Livingston Street, Room 734
Brooklyn, N.Y., 10021

# UNITY IN THE MIDST OF DIVERSITY
# FOLLOW-UP SURVEY

In the late fall and early spring of this year you attended a series of four workshops sponsored by the Office of Multicultural Education, entitled: Unity in the Midst of Diversity.

I. Please rate the overall success of each of the multicultural workshops in meeting its goals. Please use the scales below to make your general rating. Only rate those that you attended. If you did not attend a workshop, please indicate that on the right of the scale.

**The Japanese American Experience: Perspectives and Lessons** (Oct 1994).

not at all successful 1 2 3 4 5 6 7 very successful — did not attend |__| 01

**Native Americans/Surviving in New York City** (Nov 1994).

not at all successful 1 2 3 4 5 6 7 very successful — did not attend |__| 02

**Language and Culture: Yesterday, Today, and Tomorrow: The Latino Experience** (Apr 1995).

not at all successful 1 2 3 4 5 6 7 very successful — did not attend |__| 03

**The Era of Segregation** (Feb 1995).

not at all successful 1 2 3 4 5 6 7 very successful — did not attend |__| 04

2. As you will recall, each of the AFTERNOON SESSIONS were divided to focus on elementary, middle, or high school concerns. Please select only the session that you attended and answer the applicable questions with that session in mind. Leave the others blank.

THE JAPANESE AMERICAN EXPERIENCE

In the box to the right, please enter the number of the afternoon workshop you attended: ELEMENTARY = 1; MIDDLE SCHOOL = 2; HIGH SCHOOL = 3; did not attend = 4 |__| 05

To what extent have you been able to implement the training you received at those workshops?

Elementary School/Middle School: THE EVACUATION AND INTERNMENT OF JAPANESE AMERICANS THROUGH A CHILD'S EYES.
Uses the story of an eight-year old Japanese American child as she goes off to an internment camp during World War II -- to imagine and brainstorm on what students would have done and felt in that child's place -- with elementary and middle school students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| 06

High School: ART FROM THE JAPANESE-AMERICAN INTERNMENT CAMPS
Exploring the internment camp experience through the eyes of issei and nisei artists with high school students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| 07

If you were not as successful in implementing the training as you expected, please RANK any obstacles you encountered (put a 1 in the box for the item that was the biggest obstacle, etc.) Leave BLANK those items that are Not Applicable.

A. **Obstacles that made implementation less than successful:**

not appropriate for my student population (please explain) |__||__| 08-09

time since the workshops is too short; plans to implement are in process |__| 10

not enough information |__| 11

not enough hands-on practice |__| 12

not enough cooperation from District Administration |__| 13

not enough cooperation/interest from school staff |__| 14

Other (please specify____) |__||__| 15-16

(over please)

Again, please RANK what else you might need in order to implement the Japanese American Experience training successfully. (Put a 1 in the box for the item that represents your biggest need, etc.) Leave BLANK any items that are Not Applicable.

B. **Things that would facilitate implementation of the training**

| | |
|---|---|
| on-site follow-up training/technical assistance | \|__\| 17 |
| access to materials | \|__\| 18 |
| timely funding | \|__\| 19 |
| support from district | \|__\| 20 |
| support from school administrators | \|__\| 21 |
| class coverage | \|__\| 22 |
| OTHER (please describe) | \|__\|\|__\| 23-24 |

NATIVE AMERICANS

In the box to the right, please enter the number of the afternoon workshop you attended: ELEMENTARY = 1; MIDDLE SCHOOL = 2; HIGH SCHOOL = 3; did not attend = 4 |__| 25

To what extent have you been able to implement the training you received at those workshops?

Elementary/Middle school: OMISSION, BIAS, AND MYTHS OF NATIVE AMERICANS
Strategies for integrating Native Peoples into the curriculum for elementary and middle school students

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| 26

High School: TEACHING INDIAN STUDENTS TO RESOLVE CONFLICTS CREATIVELY
Exploring ways to incorporate conflict resolution training techniques such as feelings, role-play active listening, communication skills, etc. into the curriculum for High School Students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| 27

If you were not as successful in implementing the training as you expected, please RANK any obstacles you encountered (put a 1 in the box for the item that was the biggest obstacle, etc.) Leave BLANK those items that are Not Applicable.

A. **Obstacles that made implementation less than successful:**

not appropriate for my student population (please explain) |__||__| 28-29

time since the workshops is too short; plans to implement are in progress |__| 30

not enough information |__| 31

not enough hands-on practice |__| 32

not enough cooperation from District Administration |__| 33

not enough cooperation/interest from school staff |__| 34

Other (please specify___) |__||__| 35-36

(over please)

Again, please RANK what else you might need in order to implement the training of the Native American Experience successfully. (Put a 1 in the box for the item that represents your biggest need, etc.) Leave BLANK any items that are Not Applicable.

B. **Things that would facilitate implementation of the training**

| | |
|---|---|
| on-site follow-up training/technical assistance | [__] 37 |
| access to materials | [__] 38 |
| timely funding | [__] 39 |
| support from district | [__] 40 |
| support from school administrators | [__] 41 |
| class coverage | [__] 42 |
| OTHER (please describe) | [__][__] 43-44 |

THE LATINO EXPERIENCE

In the box to the right, please enter the number of the afternoon workshop you attended: ELEMENTARY = 1; MIDDLE SCHOOL = 2; HIGH SCHOOL = 3; did not attend = 4 |__| [45]

To what extent have you been able to implement the training you received at those workshops?

Elementary school: STORYTELLING: A TOOL TO EXPLORE OTHER CULTURES

Using Storytelling strategies as a means to expand knowledge and appreciation of other cultures of elementary school students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| [46]

Middle School: FINDING ONE'S INNER VOICE: INTEGRATING POETRY IN THE CLASSROOM

Integrating poetry writing, drama, songs, music, and visual arts with social studies for middle school students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| [47]

High School: LATIN AMERICAN MUSIC AND CULTURE: A NUYORICAN PERSPECTIVE

Exploring music and how it relates to comparative societies throughout the Americas-- for high school students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| [48]

If you were not as successful in implementing the training as you expected, please RANK any obstacles you encountered (put a 1 in the box for the item that was the biggest obstacle, etc.) Leave BLANK those items that are Not Applicable.

A. **Obstacles that made implementation less than successful:**

not appropriate for my student population (please explain) |__||__| [49-50]

time since the workshops is too short; plans to implement are in progress |__| [51]

not enough information |__| [52]

not enough hands-on practice |__| [53]

not enough cooperation from District Administration |__| [54]

not enough cooperation/interest from school staff |__| [55]

Other (please specify____) |__||__| [56-57]

(over please)

Again, please RANK what else you might need in order to implement the training about the Latin American Experience successfully. (Put a 1 in the box for the item that represents your biggest need, etc.) Leave BLANK any items that are Not Applicable.

B. **Things that would facilitate implementation of the training**

| | |
|---|---|
| on-site follow-up training/technical assistance | \|__\| 58 |
| access to materials | \|__\| 59 |
| timely funding | \|__\| 60 |
| support from district | \|__\| 61 |
| support from school administrators | \|__\| 62 |
| class coverage | \|__\| 63 |
| OTHER (please describe) | \|__\|\|__\| 64-65 |

THE ERA OF SEGREGATION

In the box to the right, please enter the number of the afternoon workshop you attended: ELEMENTARY = 1; MIDDLE SCHOOL = 2; HIGH SCHOOL = 3; did not attend = 4 |__| 66

To what extent have you been able to implement the training you received at those workshops?

Elementary and Middle school: CONNECTIONS

Using art as a medium to teach self-esteem, communication skills, and the civil rights movement in the United States to elementary and middle school students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| 67

High School: TRAVELING THE ROAD FROM PLESSY

Using primary sources to develop learning activities to teach about the era of segregation and the struggle for civil rights to high school students.

not at all 1 2 3 4 5 6 7 to a large extent did not attend |__| 68

If you were not as successful in implementing the training as you expected, please RANK any obstacles you encountered. (Put a 1 in the box for the item that was the biggest obstacle, etc.) Leave BLANK those items that are Not Applicable.

A. **Obstacles that made implementation less than successful:**

not appropriate for my student population (please explain) |__||__| 69-70

time since the workshops is too short; plans to implement are in progress |__| 71

not enough information |__| 72

not enough hands-on practice |__| 73

not enough cooperation from District Administration |__| 74

not enough cooperation/interest from school staff |__| 75

Other (please specify___) |__||__| 76-77

(over please)

Again, please RANK what else you might need in order to implement the training about the Era of Segregation successfully. (put a 1 in the box for the item that represents your biggest need, etc.) Leave BLANK any items that are Not Applicable.

B. **Things that would facilitate implementation of the training**

| | |
|---|---|
| on-site follow-up training/technical assistance | \|__\| 78 |
| access to materials | \|__\| 79 |
| timely funding | \|__\| 80 |
| support from district | \|__\| 81 |
| support from school administrators | \|__\| 82 |
| class coverage | \|__\| 83 |
| OTHER (please describe) | \|__\|\|__\| 84-85 |

3: Please take a moment to specify your needs for next year in terms of additional training, resources, and/or technical assistance in the appropriate spaces below:

Additional training in:

(centrally based) |__||__| 86-87

(locally based) |__||__| 88-89

On-site technical assistance in: |__||__| 90-91

Resource Needs: |__||__| 92-93

In addition to the centrally sponsored training, have you participated in any district-based training on multicultural issues? (please check all that apply)

QUIPP/SETRC/SIG/ or other BOE-sponsored training (please specify) |__| 94

District workshop/training |__| 95

Community-based-organization-sponsored training (please specify) |__| 96

College courses in multicultural issues (please specify) |__| 97

Other (please describe) |__||__| 98-99

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## 4. DEMOGRAPHIC INFORMATION

COMMUNITY SCHOOL DISTRICT (enter #) |__|__| 100-101

HIGH SCHOOL DISTRICT MAN = 1;BX = 2;Q = 3;BASIS = 4,ALT = 5 |__| 102

SCHOOL LEVEL (Not individual school)
HIGH SCHOOL = 1; MIDDLE SCHOOL = 2; ELEMENTARY SCHOOL = 3 |__| 103

YOUR TITLE (please write in your title, Not your name) |__||__| 104-105

THANKS FOR YOUR ASSISTANCE

|__||__| 186-187
Case number